

Activity 7

Connecticut Core Standards for English Language Arts and Literacy



Grades 6–12

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O'Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Jennifer McGregor, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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Activity 7

Activity 7: Reflect, Pair, Share

DESCRIPTION

Independently, coaches will review notes and activities from today, reflecting on videos, texts, activities, and discussions. Each coach shares his/her list with a partner and they agree on 3–4 items to share with the table. Partners then share their list with the whole table, and the table agrees on three or four items to share with the entire workshop group.

DIRECTIONS

1. Reflect on your notes, anchor charts, and discussions from today.
2. Create a list of take-aways that have implications for curriculum, instruction, and learning in your school. Record your notes on the chart on the following page.
3. Discuss your list with a partner at your table. Decide upon 3–4 take-aways that you both agree are important. Record those on the chart on the next page.
4. At your table, choose one person to lead a discussion about the partners' lists. Decide upon 3–4 items that you all agree are important. Be prepared to share with the whole group.
5. Share your items with the whole group.

My Take-Aways from Module 1

What I learned (or revisited) today	How it informed or changed my thinking	How it can impact teaching and learning in my school
<p><i>Example: Importance of content-rich nonfiction. Students can be learning about content from text, not teacher.</i></p>	<p><i>Example: I need to reconsider some of the texts I use for read alouds to be sure that they are nonfiction, and will help students build knowledge on important topics.</i></p>	<p><i>Do we have enough content-rich nonfiction of appropriate complexity for each grade level?</i></p>

My Partner and I agree on These 3–4 Items

What we learned (or revisited) today	How it informed or changed our thinking	How it can impact teaching and learning in our schools

At Our table, We Agree on These 3–4 Items

What we learned (or revisited) today	How it informed or changed our thinking	How it can impact teaching and learning in our schools